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BULLETIN OF THE EXTENSION DIVISION, INDIANA UNIVERSITY

Entered as second-class mail matter, October 15, 1915, at the post-office at Bloomington, Indiana, under the act of August 24, 1912. Published monthly by Indiana University, from the University office, Bloomington, Indiana.

VOL. I

BLOOMINGTON, IND.

No. 11



Play and Recreation

FOUR PAPERS READ AT THE INDIANA STATE
CONFERENCE ON PLAY AND
RECREATION

JULY, 1916

Monograph

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University Extension

UNIVERSITY EXTENSION began as an attempt to provide instruction of a college grade for extramural students. The work consisted of lectures and class-meetings similar in character to those of resident teaching. It was thought that only groups of persons definitely organized for serious study could be benefited. The expression "carry the university to the people" was given a limited and a literal interpretation. The recent growth and development of extension work has been, however, the result of a more liberal understanding, namely, that of public service. The character of the service is determined by the functions of the university and by the demands of the communities within the commonwealth supporting the university.

A university has two important functions: to give instruction to resident students in the cultural, professional, and vocational branches of higher education; to provide for and to promote research and investigation in the important fields of human interest and experience. An extension division has three functions: to disseminate the valuable knowledge acquired or information obtained from research and investigation; to carry as far as possible to extramural students the advantages for culture and instruction offered in residence; and in addition to these two correlative functions to serve as a coöperative agency thru which many educational and public service resources outside of the university may be made available for effective public use.

THE EXTENSION TEACHING SERVICE of the Indiana University Extension Division includes correspondence-study, class instruction, club-study, and lecture courses. These activities are designed to offer some of the advantages for culture and instruction within the University to persons who are not enrolled as resident students.

THE PUBLIC WELFARE SERVICE of the Extension Division includes collecting and lending package libraries, exhibits, and lantern slides; compiling and publishing informational circulars and bulletins; organizing and directing institutes, surveys, conferences, discussion leagues, and extension centers; and giving coöperative assistance to clubs, civic societies, public boards, and to other community agencies.

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Prefatory Note

MODERN EDUCATORS recognize "the play instinct" as the most stimulative force of childhood and youth. In play the child "lives, moves, and has his being"; thru play he develops physically, mentally, morally, and socially. "The plays of children are the germinal leaves of all later life," says Froebel. Is your community providing, under trained leadership, an opportunity for wholesome play for its children, or has it left them to their own resources amid the evils of the village or city streets? Has it organized kindergartens, boys' clubs, girls' clubs, literary or dramatic societies, athletic associations, and other agencies of directed play for children and youths?

Play in its broader sense is not an activity for children alone; it is quite as important for adults, especially for those whose work is made monotonous and isolated thru specialization and division of labor. To all adults play is an important socializing factor: it is an educator; it is a health restorer. Nor does recreation mean frivolity. Both socially and individually it is the wholesome and proper use of leisure time. Centuries ago the Greeks recognized the importance of the right use of hours of leisure, so they fostered public games, theaters, forums, as well as art and literature. Forgetting that civilization depends upon the rational use of leisure time quite as much as upon political, religious, and economic achievement, most American communities have neglected to provide for public recreation. They have left this interest to be commercialized by private enterprise. We are beginning, however, to turn toward the satisfaction of this broad, large, human desire and human need; hence, the play and recreation movement—a movement equally important to country and city. With this new point of view, a conference on play and recreation was held in Indianapolis, May 25, 26, 27. Some of the papers read at the conference are incorporated in this bulletin.

I.

A City-Wide Recreation Program for Indiana Cities

F. B. BARNES, Director of Municipal Recreation, South Bend, Ind.

The Field. Broadly speaking, recreation is considered as that which occurs when we are free to choose the activities in which we want to engage. It is not that vocation or pursuit which produces the necessities of life. Recreation is not labor in which we engage to provide the necessities for living. It is not even the study which comes in the course of preparation of the young for life's work. It may be the avocation which is pursued in the otherwise unoccupied periods of time. It is the chosen pursuits or studies engaged in, in other than the prescribed periods for study. We commonly think of recreation in the terms of play, and Mr. Dooley, in speaking of play, says: "Play is work for which we pay for the privilege of doing." This is illustrated by what Tom Sawyer did to the boys who envied him his job of whitewashing the fence. For the privilege of doing his work for him they gave him marbles, kite-strings, etc. Recreation is work into which there has been injected that element of dominant interest toward the acquiring of an interesting end; for example, the following scenes were enacted in my yard last summer:

Act I, Scene 1. Six strong, active boys, restlessly looking for some excitement, were lounging on the veranda one warm spring day, upon my return home for luncheon. They inquired what there was for them to do. I told them to return after luncheon, and I would have something worth while for them.

Act II, Scene 1. Garden plot 9 x 44 badly in need of spading; this lot divided into two equal parts; equipment, two spades.

Scene 2. Boys returned eager for activities. They were told that there would be an athletic contest between two teams of three each, the events to be running high jump, broad jump, putting the shot, and a spading contest.

Scene 3. First event, spading contest. Result, garden plot 44 x 9 spaded in nineteen minutes. The other events followed. The winning team was awarded a box of candy, the losers a dish of doughnuts. This was work accomplished for the pleasure of doing. The contest idea made it fun and not work. If I had employed a laborer, it would have taken him a day and would have cost one dollar and fifty cents. Dr. Dalliett would say: "This is putting into work that all-important something known as interest."

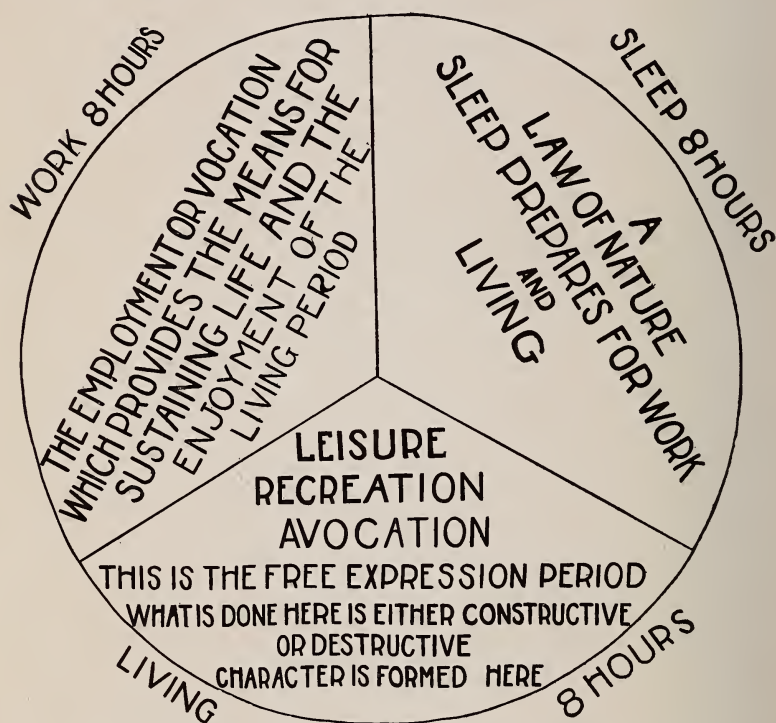


FIG. 1. DIVISION OF ACTIVITIES FOR TWENTY-FOUR HOURS

Recreation is what happens in the leisure time, and it is this period which contributes most to the development of character. Someone has said: "What we earn while at work we put into our pockets, and what we spend during our leisure we put into character."

The leisure period is when we really live. This is the free expression period. All occupations and other phases of life

are necessary to the full enjoyment of this living period. Work provides the means of living; sleep contributes to the health. We do not work for the fun or joy of working; we work to live. It is when we are not at work that we give free expression to ourselves and in expression form our character. Someone has said: "Sow a thought, reap an act; sow an act, reap a habit; sow a habit, reap a character; sow a character, reap a destiny." Character is formed not by work or sleep but by what we do and how we express ourselves when we are free to choose what we want to do.

The police department, the police court, the jail, the penal institution, the asylum, the inebriate sanitarium, poorhouse, poorfarm, juvenile court, prosecuting attorney, the whole protective phase of modern government is maintained at public expense, and is a large item in the budget for which we are taxed. It is largely needed because of what happens when we are free to choose what we want to do.

The crime of the age is the waste of the leisure period. The hours of leisure spent in constructive pursuits or recreation chosen after wise suggestion would color or rather change the color of all the rest of the day. Work would lend hope for the happy hours of living. Sleep undisturbed by debauch and excess would make for more efficient work, larger income, and consequently larger opportunity for the enjoyment of the leisure period.

The leisure period offers the opportunity for acquiring that margin of difference, the mental, moral, and physical efficiency which marks the contrast between the man who is seeking a job and the job which is seeking the man. The leisure problem is the greatest problem before the American public today, and offers the greatest opportunity for the social engineer.

Commercial interests, including the saloon, the brothel, and many questionable forms of amusement, have recognized and are exploiting the opportunities of the leisure period. It is high time that in our attempts to prevent the waste of human efficiency we seek to battle at the source and not at the mouth of the stream. An ounce of prevention is worth a pound of cure.

Suggestion for a Plan of Constructive Recreation. Fortunately, Indiana has a law which was passed by the State

legislature in 1913 and which compares very favorably with that of any State. This law makes it possible for cities of the first, second, third, fourth, and fifth classes to plan and execute a program of recreation which will be far-reaching in its effect. The law is as follows:

Public Playgrounds and Public Baths—How Established

SECTION I. Be it enacted by the general assembly of the state of Indiana, That the board of health and charities in cities of the first class, in this state, and the board of health and charities or the board of school commissioners, or board of school trustees, in cities of the second, third, fourth and fifth classes, in this state, be and the same are hereby authorized to establish, maintain and equip public playgrounds, public baths and public comfort stations in said cities. That the boards of school commissioners and boards of school trustees or boards of health and charities in such cities are hereby authorized to use, and to permit the use of, any public grounds, or buildings under their control as in their judgment may be required, or adaptable, pursuant to the provisions and for the purpose designated in this act. And such boards are hereby authorized to lease or purchase grounds, additional to such public grounds either adjacent thereto or elsewhere in such cities; and such boards are hereby empowered, pursuant to the laws of eminent domain now or hereafter in force within this state, to condemn real estate to be used for the purposes herein expressed and to pay for such real estate so condemned out of the revenue hereinafter provided for in this act.

How Controlled

SECTION II. Such boards shall have full control and custody of all such playgrounds, baths and comfort stations, including the policing and preservation of order thereon, and may adopt suitable rules, regulations and by-laws for the control thereof, and the conduct of children and other persons while on and using the same, and may enforce the same by suitable penalties. Such boards shall appoint a commissioner of public playgrounds, public baths and public comfort stations, whose duty it shall be to superintend and manage the work, to select directors and assistants, who while on duty, and for the purpose of preserving order and the observance of the rules, regulations and by-laws of the said boards shall have the powers and authorities of police officers of the respective cities in and for which they were severally appointed. The compensation for such employes shall be fixed by such boards.

Expenses—How Paid

SECTION III. All the expenses necessarily incurred in carrying out the provisions of this act shall be borne by such civil cities. The common councils of such cities of the first class shall and cities of the second, third, fourth and fifth classes may annually, beginning in 1913, levy the sum of not less than one (1) cent nor more than two (2) cents on each hundred dollars (\$100.00) of taxables within such cities to create the sum, to be known as the "recreation fund" to be expended by such boards in carrying out the provisions of this act. Such funds shall under no

circumstances be used for any other purposes, but for the purposes aforesaid, shall be subject to the warrant of the proper city official without any further appropriation.

Organization. This law, together with two others enacted in the same year, gives the mayors of cities in the first, second, third, fourth, and fifth classes power to appoint a committee to serve without pay and gives to the common council authority to levy a tax of not more than two cents.

The personnel of the committee should be composed of the representatives of the boards controlling property belonging to the city, and in addition there should be representatives on the committee from some of the organizations which have been active in the promotion of civic betterment work. The personnel of the committee should be composed of representative men and women who are not politicians. At the same time the various important classes of citizens should be represented on the committee; e.g. in South Bend we have a large foreign population which is almost wholly Catholic. This religious and foreign body is represented by one of the most influential Polish citizens.

The contributing boards or departments such as the school trustees' park board and administration or civil city should form the foundation upon whose support and coöperation rests the municipal recreation committee. The law provides that the funds shall be expended by the school trustees or board of health. The school trustees seem to be the most logical body thru which the funds should be administered because recreation is preëminently educational, and, in addition, much of the work of the recreation committee must be carried on thru and with the coöperation of the school organization; e.g. the school property, both the buildings and the grounds, are the natural community centers because they are within the reach of the smallest child, and therefore the adults. The playgrounds equipped and administered in connection with the school building make for a much larger use at a smaller expenditure for operation than playgrounds in the parks, because they will be used by the school children during the school period and by adults after school and working hours. Again no school curriculum is complete that does not make provision for properly supervised play. In addition, the school building will be used as a community center by all

the adults during the winter months, and the school children make a very good medium for the distribution of announcements.

The park board, because it has the control and administration of the public property known as parks, should have an important place on the committee, and should prepare and equip specially designated places in its parks for playgrounds. The administration and conduct of outdoor recreation should be in charge of the recreation committee. The function of the recreation committee becomes one of supervision and administration, and the contributing boards should furnish the place and equipment.

The civil city must be represented because it alone has power to vote a tax levy in accordance with the provisions of the law, and from time to time it will be necessary to pass ordinances for special appropriation and to meet certain conditions; for example, in a certain congested district the street offers the only place for play. Therefore, an ordinance for closing the street for traffic during certain hours is necessary. Again appropriations are necessary for the expense of city-wide celebration, pageants, festivals, etc. Also dance halls and other forms of commercial amusement need, for their control, special legislation.

The chamber of commerce, women's clubs, and various important organizations which promote activities of a more or less civic nature ought to be represented. Their coöperation is necessary in the carrying out of certain lines of civic betterment work; for example, clean-up week, gardening programs, pageants, celebrations, health campaigns, etc. Representatives from these enumerated organizations and city departments form a well-balanced organization.

Function. The function of the recreation committee may be briefly stated as follows: the employment of a recreation director to plan and carry out an all-year-round city-wide program of constructive recreation which shall be by all and for all the people, to be carried on both indoors and outdoors.

It is the medium whereby all the property belonging to the citizens and controlled by the various boards may be fully utilized without interfering with the special uses. It is a medium thru which the various departments of the city government and the interests of private or semi-civic individuals

or organizations and their property may be coördinated into a general recreation plan, so that frequent waste and error may be avoided and the energies and activities, generally working separately, may be combined to produce efficiency and a constructive plan of recreation. For example, in South Bend there are sixteen organizations which had been conducting some form of athletics or physical training and had never worked together. As a consequence, the spasmodic competition between some of the various organizations has been along lines of anything but clean sport. The recreation director got these organizations together and formed an amateur athletic federation which standardized the basis of competition, elevated the ethics, and increased the number and variety of games played. For instance, there was organized a ward baseball league enrolling in the first year thirty-eight teams with about five hundred players. In addition this federation promoted many other forms of athletics.

The basis of promotion for a city-wide recreation plan is to utilize the already-organized forces, supervising them only to the extent of helping them to help themselves, preserving their independence of action and cultivating their initiative and responsibility, encouraging self-government in the direction of those phases of recreation in which they are most interested.

An additional function of the committee is to provide the place and the scheme thru which the individuals may work out their own recreation. To illustrate: in the development of community center work in the school building which is ultimately to be used as a neighborhood clubhouse, the first organization should be a civic club which automatically enrolls all the adults living in the school district. When this club is organized it becomes the parent body, and as rapidly as it develops committee force sufficient to enlarge its scope of work the various organizations follow: the men's athletic club, women's athletic club, dramatic club, choral society, orchestras, bands, etc. All these various organizations are subject to the control of the civic club, and the civic club is held responsible for their acts.

Of course when the activities of a civic club reach the proportions of a community center it becomes necessary to employ an executive secretary whose duty it is to coördinate the

various organizations and to keep the committees up to their work. Each civic club is independent and conducts its work along lines that suit best the particular needs of the citizens of that district. Now the function of the recreation committee is to suggest types of recreation which will get the largest results and to do this without seeming insistent and without lessening the independence of each individual unit. In the case of South Bend a civic federation composed of delegates representing all the civic clubs in the community was formed, and meets for mutual helpfulness once a month. It is possible at these regular meetings to suggest lines of coöperation and united work which may be and are city-wide in scope. This federation offers the vehicle thru which all the citizens become informed upon a given subject. It makes possible the coöperation of all the citizens in a city-wide project. Each of the civic clubs is the people's forum. Recently several matters which had to do with the purchase of property and with legislation by the council have been referred to the civic clubs for expression as to their wishes. The right of the voter who has the power and delegates this power to a representative who makes the law is now being recognized in the land.

Thus the recreation committee becomes and is, without authority and without power, merely the coördinating force which helps the people to get the kind of recreation that they want, and, better still, helps to get them to want the kind of recreation which will be best for them.

A Program of Constructive Recreation for All the People. This plan can best be put before you in a comprehensive way by referring to the chart which has been worked out to visualize and keep before the committee its plan of work. At a glance you will see the structure as it is built to date. It is not complete; it is only the beginning, and will be modified or amplified as the work grows. When this was drafted we had no precedent to go by. Until recently no city had worked out and adopted a complete plan of organization under one department which attempted with authority to develop a city-wide scheme of recreation. We will pass from the foundation to the superstructure because we have referred to the foundation before.

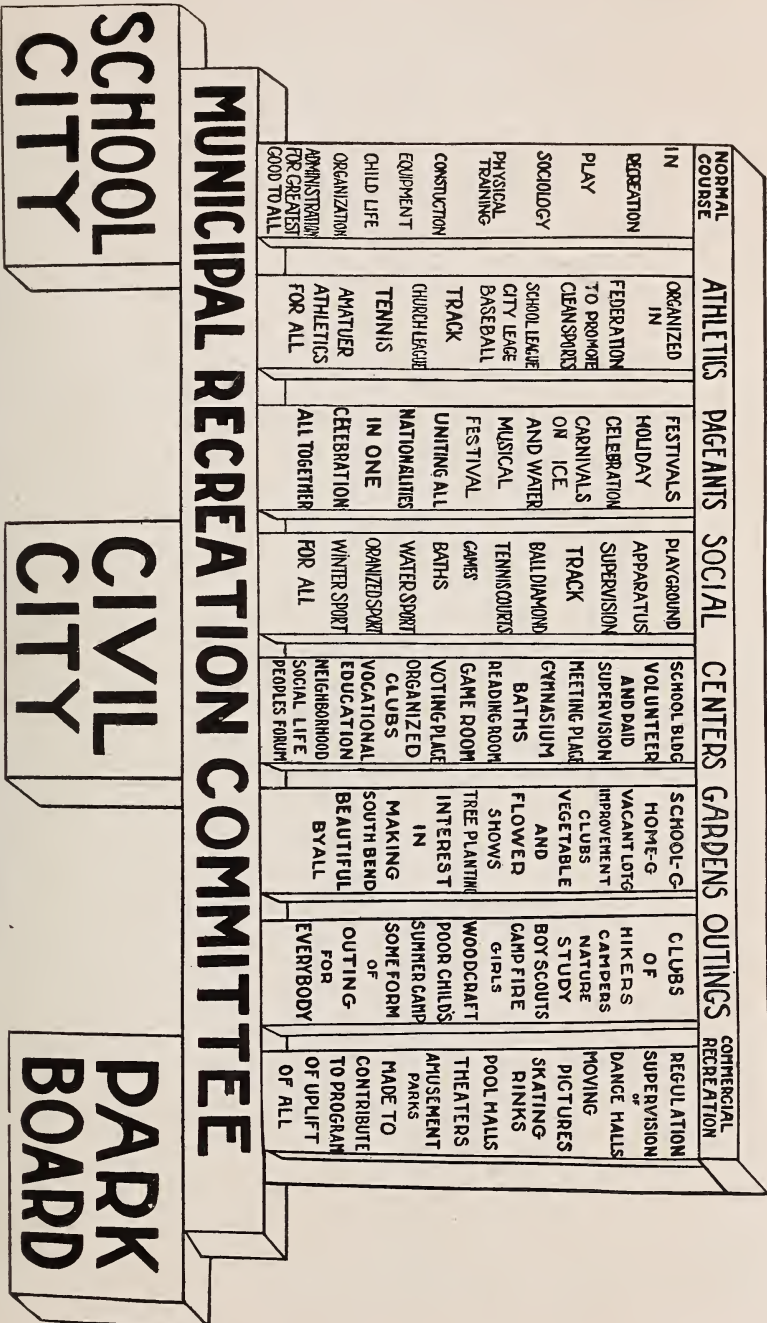


FIG. 2. CHART SHOWING RECREATION PROGRAM

The eight columns or blocks represent the various lines which have been incorporated in the plan, and the capstone binding all together gives the titles to the departments. Let us begin with the two central and most important departments; namely, social or community centers, with subheadings entitled school buildings and playgrounds. Both belong to all the citizens in the community and are the natural social or community centers for all the people. The character of the work carried on in both is determined in a measure by local conditions and the character of the people frequenting these centers.

In the school building properly equipped there may be included every phase of recreation which may be conducted after the citizens have completed the day's pursuits. This recreation is limited only by equipment and funds, and may range from games and plays to drama, art, music, and literature. And I am optimistic enough to see the time when supplemental or extension education may be developed so that by the proper use of the unemployed hours any citizen may acquire a university education and never see the inside of a university. It is the meeting-place for all voters and the place where they may in orderly discussion consider topics of community, State, and national importance.

The playgrounds during the open season are the community social centers, and, because of the weather, the time of year, become more of a physical-social recreation place, where all kinds of outdoor activities are promoted and practiced, largely for children, but increasingly more for adults. Last year the attendance at our playgrounds was one-third adult. Both young and old need the opportunity to express thru action the play instincts and to acquire sound and efficiently trained bodies. Spencer says: "We stop playing not because we grow old; we grow old because we stop playing." Class distinctions, racial lines, and religious creeds are forgotten on the fields of play. Life habits of thought and action are raised to higher levels under constructive supervision on the playground. I would much rather have a boy know how to take defeat bravely and to treat his opponent in a contest "on the level" and to put into practice "the square deal", than I would to have him crammed full of scripture verses learned in a Sunday School verse-learning contest. The teachings of

the Nazarene can best become character when put into practice on the fields of play. The plan is to develop play places for all the children and the adults.

Gardening. Ambition to make the home beautiful and the desire to make the unused soil produce some of the necessary things of life help to make for civic pride and to constructively occupy some of the leisure hours. Three phases of gardening are school gardens, vacant lot gardens, and home gardens. Three hundred families are enrolled in the home garden contests. There are one hundred and fifty-five school gardens and thirty vacant lot gardeners.

Pageants. Under this head are enumerated festivals, and various celebrations not put on by hired and expert entertainers, but by the people, thus giving all an opportunity to cultivate the dramatic, musical, and play instincts, and uniting all in staging spectacular productions which result in arousing civic pride. In this connection the various musical organizations are helping in the program of making South Bend famous for its music, and out of their coöperation it is hoped there will grow a civic music league. There are also several dramatic clubs which are staging plays of varying types, ranging from minstrel shows to Ibsen's plays. The civic federation is staging an historic masque. Each civic club in the federation is staging some part of the masque.

Athletics. I have spoken of athletics before. Suffice it to say that here is a field at once the most difficult to control and at the same time most potential for good. Athletic activities offer the opportunity for wholesome competition and organized play for a very large number of young men and women and also for the older children. In South Bend the program includes a public school athletic league, a church and Sunday School league, a parochial church or school, a manufacturers' or commercial league, and, in fact, all kinds of organizations for conducting indoor and outdoor competitive games. Thus we utilize the organizations already existing.

Outings. Under this department there is opened up a whole world of activities which is limited only by the organizing ability of the recreation committee and the available trained leadership, and which includes hiking clubs, nature study clubs, boy scouts, camp fire girls, poor children's camps, in fact, some form of outing for everybody.

Commercial Recreation. A department which is endeavoring to promote constructive recreation must be related to those forms of amusement which have both constructive and destructive influence upon character. This constructive work in the case of South Bend includes the formation of committees two of which have made a study of moving-picture shows and dance halls and might well study pool halls, bowling alleys, shooting galleries, skating rinks, and amusement parks. When the influences are not helpful, certain restrictions and regulating ordinances should be presented to the council for action. However, the program of counter-attraction carried on under the direction of the municipal recreation committee will soon be a factor in counteracting the evils of commercial recreation. Dancing at the neighborhood clubhouse, the school building, where father and mother act as chaperones and dance with the young people, and where all who attend are known by those in charge, and where the influence of liquor is not tolerated, will soon put the dance halls out of business. Pool and billiard tables in the school building provide a proper environment for these wholesome games, and educational moving-picture shows at a charge of one cent admission meet successfully the place occupied by the moving-picture theater, so frequently a form of destructive amusement. Giving people an opportunity to stage plays in which they are the actors will develop and train the young and give a wholesome type of entertainment which will create a taste and desire for a higher grade of amusement than that so frequently offered by the theater.

A School for the Training of Recreation Directors. As fast as the work grows to the proportions planned, there will be an increasing demand for recreation directors; to illustrate, last year eight play directors were employed in South Bend. In 1916 the program calls for thirteen playground directors and five community center secretaries. A considerable proportion of the recreation program is taken care of by volunteer workers. But there will continue to be an increase in the demand for trained directors.

This program of social service thru constructive recreation is big enough for any community. Our clubs and our best people everywhere should give this work most hearty support.

II.

The Social Centers of Milwaukee

H. O. BERG, Supervisor of Extension Department, Milwaukee Public Schools.

To advance the wider use of the school plant it is primarily essential to have a basic law upon which to operate. Without such a law, many complications, difficulties, and embarrassing situations arise. In the matter of public recreation and extended school utility, Wisconsin has probably reached as high a point in legislation as any State in the Union. Its law authorizes boards of school directors to establish and maintain special activities such as evening schools, social centers, vacation schools, library branches, baths, etc., in the schools, and to coöperate with other boards in furnishing the supervision in such buildings and on such grounds as these boards may control.

If any board of school directors should neglect or refuse to proceed as authorized by this act, ten per cent of the electors at the previous school or any other election can, by petitioning, require the submitting of the question to the electors of the school district. If the majority of votes cast shall be in favor of the proposition, the school board must proceed to undertake and organize the work as authorized in the act. Directors must then report to the common council before its first meeting in September the amount of money which will be required to carry on during the next fiscal year the aforementioned activities. It then becomes obligatory upon the council to levy and collect this tax upon all property, real and personal, subject to taxation. This tax must at no time exceed more than two-tenths of a mill, and can be used for no purpose direct or indirect not mentioned in the act.

It has become the custom of the American people when they find anything radically wrong socially to look to the common schools for a solution of the problem. There is a growing faith in the power of the public school to shape the future of the nation. There can be no shirking on our part as educators from this multiplication of responsibility, for such shirking would prove us unworthy of the trust placed

in us. There should rather be an analysis of each situation and of our ability and our resources to meet it.

Society is gradually awakening to the fact that the schools are not giving as large a dividend as possible for the amount of capital invested. No business man would run his plant five hours out of twenty-four if he saw a possibility for greater returns. We are gradually realizing that keeping our schools and schoolyards locked all but six or seven hours out of twenty-four is a great waste, both educational and economic. For years our schools have closed their doors about 3:30 p.m. and turned the building over to the janitor. Children have been driven off the premises and kept off with the aid of the policeman. When the janitor was thru with his work, the building was locked and no one entered its portals for the rest of the day. On Saturday and Sunday it stood idle, and woe to the youngster who dared enter even the schoolyard. During July and August the building was unused, the only human beings permitted to enter being janitor, scrub women, and repair men. The same was true of the yard. The youth was conspicuous by his absence and by broken windows. In my own city of Milwaukee, the schools and schoolyards were used five and one-half hours on 187 days out of a possible 365 days.

One of the strongest and most admirable features of the Wisconsin law is that it places municipal recreation on a firm foundation by absolutely settling two much-disputed and all-important phases of the problem, finances and supervision.

The Wisconsin law is exceptional in its provision concerning the funds. In many cities where the funds are controlled by the councils the progress of recreation is very uncertain from year to year. The funds are like a football, kicked high when in political favor, kicked low when in political disfavor. Many school boards have begun recreational activities but because other demands were made upon their funds, suddenly retrenched and often discontinued them. In Wisconsin, as has been stated before (as far as funds are concerned) it is mandatory for a school board to levy the tax for recreational purposes from year to year after the people have once voted favorably upon it. Financial support is thus positively assured.

Placing the supervision of municipal recreation in the hands of school boards is often met with the objection that school boards are not the proper authorities to control public recreation because of lack of sympathy, because of a selfish regard of the school buildings as places sacred to the teaching of the three R's, they would be apt to frown upon the intrusion of any features foreign to books, desks, children, and pedagogs. But as a former worthy superintendent of mine once said, "Give an unsympathetic school board a responsibility and note the change of attitude that this responsibility will bring about." When the question of recreation centers was put before the Milwaukee school board, it was passed by a vote of eight to seven. The prophecy of Superintendent Pearse has come true. No recreation supervisor has had more support, more freedom to carry out his policies than has been given me by the Milwaukee board. This board feels that as long as the citizens have given it this new responsibility, it will stop at nothing to make its social centers and playgrounds second to none.

The problem of recreation involves many phases which are of semi-educational nature. It is not and ought not be simply a problem of recreation, considering recreation in the popular sense of the word. It is a problem of leisure. Many desire to spend the leisure otherwise than at sports and games. Sewing, cooking, millinery, mechanical drawing, manual training, literary societies, and reading clubs are desired for a part of the time. Who is better equipped and better able to provide, foster, and supervise such work than our school boards?

I firmly believe that municipal recreation, particularly if it is to be housed in public schools, should be controlled absolutely by the school board instead of by a recreation commission, or some other outside force. At best two different forces using the same building are bound to have friction. Even I, tho having been a member of the teaching corps of Milwaukee for seventeen years, encountered many difficulties with the teaching corps, which has been very slow to grasp the larger vision of education—education beyond the three R's.

I have yet to see a recreation commission in any large city which is not dominated more or less by politics. Politics is the one force that my department has not had to contend

with except once. Two years ago, when the spirit of retrenchment was in the air, the Milwaukee budget committee very kindly informed the school board that they desired it to cut \$25,000 from the Extension Department budget. My honorable board, opposed to dictation but willing to coöperate, cut \$30,000 from the repair fund. What political party is in power in Milwaukee is of little concern to my department, since my appointment and that of my subordinates does not depend upon it. The superintendent of schools appoints the supervisor of the Extension Department, and he in turn appoints his subordinates (about five hundred during the year) without civil service, subject to the approval of the superintendent and the board of school directors.

A suggested wider use of the school plant brings forth a volume of objections. The first great objection filed is that the school is primarily built for the education of children, that the very nature of its construction will not allow recreational activities. Milwaukee found it possible to alter its buildings at a very small expense to make them adaptable for social center work. When additions to our crowded schools are being contemplated, recreation activities are borne in mind and provided for in the plans. On May 6, 1913, the Milwaukee board of school directors passed a resolution instructing the school architect to provide for the installation of recreational features in all new schools and additions to schools to be built thereafter. Milwaukee has just completed a most unique building—a combination school, social center, natatorium, and library. Policies like this will soon wipe out this first objection.

Another objection is that the recreational activities will interfere with the regular school routine. School hours and hours for recreation come at different periods of the day. Working people are employed during the hours that children use the school. They seek their recreation after supper when school children should be at home. The regular school janitor does his work between the dismissal of school and six o'clock.

The janitor!! Now we have come to one of the largest stumbling-blocks in this work. He is an important personage who has developed a sort of feeling of personal ownership of the building and everything in it. Many cities have made the mistake of making the regular day janitor, even tho he was

unwilling, responsible for the evening work, with, of course, extra compensation. Having enough to do with his regular day duties he soon becomes overworked. It is then that mole-hills become mountains, and he loses no time in carrying to the school principal serious tales about trivial mishaps that occur during the evening activities, and the principal in turn informs the school superintendent. Some boards have given the day janitor extra compensation but have required him to hire extra help. The thrifty soul then hired cheap help, keeping part of the extra pay as compensation for supervision, which he is not apt to give in overabundance. The overworked and underpaid help naturally balks, and probably quits in the middle of an evening session.

In Milwaukee we have adopted the plan of an extra janitor for the social center work in cases where the day janitor feels disinclined to do evening work. He is not paid a stated sum per month but a fixed amount per room. Increase in activities means increase in compensation.

Another objection made is that the school used during the day by the children and at night by adults becomes unsanitary. The adults who come in the evening are accused of being unclean and even germ-laden. When we remember that the children of the school come from the very homes of these adults, are in contact with them the greater part of the hours they are not in school, ride with them on the street cars, and sit near them in places of amusement, etc., the danger is not as great as may seem at first thought.

It is sometimes claimed that the people in evening attendance are malicious in their use of school property, expectorate on floors and into inkwells, deface seats and walls, steal books, pencils, tablets—in short, are so uncultured that they ought to be barred from entering the building. Since these very things occur each year when opening evening schools for adults, particularly foreigners, this objection would force us to discontinue these long-established institutions, to close the doors in the faces of these ambitious working people, and tell them that they, tho taxpayers, are unfit to use the public school equipment. But is it not true that the common schools, the bulwark of the nation, should feel responsible for all the elements of the community, make an effort to teach people the

proper use of public property, paying special attention to those who need it most? Will excluding them teach them?

Many claim that the schoolhouse can never foster a real true social spirit. Youth tends to regard it as a place of repression, a place where he may not laugh aloud, may not talk above a whisper, must constantly be on his guard lest he offend some finicky schoolma'am or straight-laced schoolmaster. If this be true, it is pathetic testimony for our system of education. Dispelling this traditional feeling of fear and depression becomes the duty of those in charge of the various activities of the center. These leaders must be men and women of deep sympathy, keen insight, and abundant patience. They must be demonstrative of their interest in the joys and the sorrows, the work and the play of those who come to their rooms. They must be leaders and friends in the fullest sense of the word. They really are hosts and hostesses.

The varied kinds of activities, the different ages and types of people dealt with make the selection of workers a matter of extreme importance. The success of a class or a club depends not merely upon the brains and ingenuity of the one in charge, but to a great extent upon his heart and soul. Here again the supervisor who is allowed to select his workers on the basis of personality plus training and experience is far more able to surround himself with a corps of capable, desirable workers than the one who must confine his selection to a civil service list, positions on which are obtained thru measuring up to rather stereotyped qualifications which can be set down black on white.

Nothing so quickly and thoroly refutes this argument of suppression and fear as a visit to one of Milwaukee's social centers. Here it is very interesting to note that last April Ex-Governor McGovern of Wisconsin addressed a civic club in one of Milwaukee's social centers. In the course of the evening he visited the various activities. A week later he met the superintendent of schools, Mr. Potter, and in speaking of his social center visit told him that the activities of the young people, their enthusiasm, their apparent happiness, and their behavior brought tears of joy to his eyes, particularly when he realized that he as Governor of Wisconsin had signed the bill which made this work a possibility.

The schoolhouse is usually the neighborhood center from the geographic standpoint. It ought also to be the focal point of the neighborhood from a civic and community standpoint. This can easily be accomplished thru a social center housed in the school building and run in connection with it, for such a center has at its command hundreds of the world's best advertisers—children. A social center becomes a marvelous connecting link between the school and the home—a link sadly missing in many educational systems.

Milwaukee's first centers were placed in congested districts according to an almost universal belief that slum soil is the only soil on which a center will thrive and that the mission of a social center is the social uplift of the "other half".

With the growing realization of the importance of well-spent, supervised leisure, many citizens of our better sections began to beseech me to open a schoolhouse in their neighborhood. Even the Milwaukee school board hesitated when I made my first recommendation for a center in one of the select residential districts. This very center had during April—the Lenten season—an average evening attendance of 381—the highest in the city. The fact of the matter is that today Milwaukee's most widely patronized centers are those in the better districts.

That recreation is an educational problem belonging in the school has practically been conceded by a city which has been America's greatest exponent of separate field houses under park commission control. I quote from the 1914 annual report of the president of the Chicago West Park Commission: "I feel that a line must be drawn between the work that may be done in the school building already erected, and that which heretofore has been provided to be done by the costly field houses erected by the Park Commissioners—that a sharp line of demarcation must be made, and that the time for its making has arrived. In the establishment of costly field houses in the small park system of the West Side, and, indeed, thru-out the City of Chicago, there is a certain duplication of buildings and maintenance charges which increases the burden of taxation. There must be a more open use of the public school building. Civic economy demands it. There are certain functions of the organized playground which I firmly believe should be operated by the Board of Education. The Board

of Education provides liberally for the school children of the City of Chicago. It has spent millions of dollars in the erection of buildings. The modern school building of today is fully equipped to take the place of a small park playground field house. All of these schoolhouses should be made the medium for the housing, training, and care of school children and for organized play. It is not fair to the taxpayers for the Park Commissioners to duplicate a schoolhouse, for that is really what the field house is in a playground center." A statement like this coming from Chicago, a city with the greatest municipal recreational system in the world, should be given a great deal of thought and consideration by any municipality about to begin this work.

In 1911, Milwaukee secured the service of Mr. Rowland Haynes, field secretary of the Playground and Recreation Association of America, to make a survey of conditions of recreation in Milwaukee. As a result of this survey, the Milwaukee school board appropriated \$25,000 from its general fund to conduct recreational activities in its schoolhouses until the special fund authorized by the Wisconsin law was obtained.

In April, 1912, the school board took advantage of the law before mentioned and put the question of continuance of these recreational activities to a popular vote. The question was carried four to three. As a result, we are carrying on our recreational work during the present year under a levy of \$101,000.

With this sum Milwaukee has equipped and is conducting eight social centers, three evening high schools, five evening elementary schools, sixteen playgrounds, one summer high school, two summer elementary schools, and is maintaining supervision of the street trades.

The Milwaukee board of school directors demonstrated its forethought by appointing a special supervisor for this work, requiring him to devote his entire time to it. No assistant superintendent or other official of the board was given this added responsibility to his already complete day; a grievous mistake made by many cities.

Each full-time center, of which Milwaukee has three, i.e. one which is open five afternoons and six evenings a week, is in charge of a director who devotes his whole time to the work. During the hours when he is not in actual charge of

the center, he devotes himself to a study of the neighborhood: the neighborhood places of amusements, different groups of young people or individuals who might need to be reached, housing conditions, etc. In this work he is ably assisted by the visiting nurses of the Child Welfare Division of the City Health Department which has a station in the social center.

The day school principals who assume charge of time centers, i.e. those open four evenings a week, are paid according to attendance. This stirs them to greater efforts to attract their community to the center. Indeed, some of them have developed the work to such a degree that the school board has now authorized a full-time assistant to do the social and the organization work in the community.

Contrary to general opinion, the schoolhouses were easily made adaptable for social center work. The assembly halls were fitted for indoor athletics and gymnasium work by screening windows and lights, striping the floors for indoor baseball, basketball, volley ball, etc. Here the athletically inclined boy or girl has an opportunity for physical development. Unless students at some institution of learning, our young people can find few places where they can participate in the athletic games, etc. We found that the working boys of Milwaukee, after a hard day's work, are not particularly fond of formal gymnastics, so we feature the athletic games. The girls have shown a distinct inclination for club, wand, and dumbbell drills, aesthetic dancing, and folk dancing. To foster a love for the athletic games and keep up the interest, leagues are organized among the various centers. The girls' gymnasium classes are required periodically to contribute a number to the regular entertainments.

In the same hall, dancing classes and socials are held on Saturday evening, the dancing classes from 7 to 9 o'clock and the socials from 9 to 11:30. These socials are not public. No one is admitted unless known to the director or introduced to him and vouched for by someone whom the director knows. A register is kept of everyone attending the dances.

The halls are closely supervised. A young man leaving the building is asked to take his hat and coat and is not allowed to return that evening. This regulation discourages going out for a smoke or for refreshments. The dancing is made self-supporting by a nominal admission charge of five cents for the

dancing class and ten cents for the social, which money is used to pay for the music, instructor, chaperone, wardrobe boys, and doortender. We chose Saturday night for our dancing, because that is the banner night for the low-class dance hall with which we are competing.

Feature parties such as Hallowe'en parties, Japanese parties, St. Patrick's parties, and the like are given to increase the attendance at these Saturday evening socials. During the past season the crowds became so large that it was necessary to limit the attendance to three hundred at each of the various centers.

The school board has recently authorized dancing in six schools other than social centers, making fourteen in all.

In these assembly halls bi-weekly five-cent entertainments are held. These evening entertainments consist of moving-pictures, dramatic, literary, and musical numbers given by neighborhood talent and social center organizations.

We make an effort to conduct these entertainments under ideal conditions, each school being furnished with one of the best moving-picture machines on the market, large stage, curtains, and footlights. To meet the fire ordinance, the moving-picture machines are housed in concrete booths. The audiences vary in age from the aged grandfather to the infant who is left to sleep in his go-cart in the corridors. Since one of the great evils of the moving-picture show and the public theater is the promiscuous seating of the audience, segregation is carried out at our entertainments by reserving one section for parents with their children, escorted and unescorted girls, and another section for men and boys. Thus many dangers of a mixed public gathering are minimized. No children under fourteen are admitted unless accompanied by their parents. This rule insures the good behavior of the children, and the family unit is kept intact. The common practice of allowing dancing after an entertainment is strictly forbidden. A dance following a public entertainment means a public dance. The admittance fee of five cents gives the director a small working fund with which to meet the many little bills that spring up in the administration of a social center. These bills, if paid by the school board, are likely to become irritating to the members of the board who do not always understand the inside workings of a center. Furthermore, a small charge makes a

more appreciative audience and places some of the expense where it partially belongs. Our school halls, having a seating capacity of from four hundred to eleven hundred, are nearly always taxed to their fullest capacity, and often people must be turned away.

Every Saturday afternoon entertainments are given for the school children. An admission fee of one cent is charged. These receipts are used to defray the cost of the moving-picture reels, operator, doortender, chaperone, and musician. The large attendances have made two entertainments an afternoon necessary, one for boys and one for girls. Three films are shown at each entertainment. The remainder of the program consists of a short stereopticon lecture on some industrial, historical, or geographical topic, story-telling, dramatic numbers by the juvenile dramatic clubs, and other numbers which appeal to children.

Over two hundred dollars was spent in the purchase of slides on geographical and historical topics. The children of the neighboring schools are given a special invitation to attend the entertainments when the stereopticon or moving-picture numbers pertain to any particular topic which they are studying. In this way the center becomes an aid or auxiliary to the regular school work.

This spring, by a unanimous vote of the school board, the assembly halls of all schools were opened for political meetings during the municipal campaign. The results were such as to warrant a continuance of this policy in the campaigns of the future. Such a use of the school plant destines it to become an important factor in the civic life of the community.

Thus you see that the assembly halls, as a rule the most expensive but the least used rooms of our schools, are virtually in use every evening of the week housing athletic games, gymnasium classes, dances, neighborhood entertainments, children's moving-picture entertainments, or political campaign meetings.

Basements of schools are partitioned off into rooms and made pleasant by whitewashing the walls, painting the cement floors, and brilliantly lighting with electricity. Where not enough basement rooms are available, classrooms are used. Desks are screwed in threes to wooden strips or runners, making it easy to slide them into the corridor so that the room

can be used for any activity desired, be it dancing, sewing, or debating. One of these rooms is then used as a library or reading-room, taking the place of the costly library branches so common in some cities. These rooms, in my estimation, have a greater future than the library branches. The patrons of a library are readers. Rarely does an individual, a non-reader, drop in to make a survey or to satisfy his curiosity. He knows that it contains books, magazines, and newspapers. If he wishes to read, he is welcome to come in. But the participation by an individual in his favorite pastime other than reading, in a building containing library features, will make it easy to bring him to the reading-room if properly managed by the social center authorities. The books are furnished by the Public Library. The librarian tries to coöperate with the regular school in directing the reading of the children along historical, literary, and geographical lines. Certain periods are set aside for story-telling. With the coöperation of the Public Museum, courses are given in birds, minerals, Indian life, etc. The prevailing foreign languages of the neighborhoods are catered to thru books and periodicals. The evening schools being run in conjunction with the centers, these foreign books become a strong drawing card to the library. Each library is furnished with a phonograph. The school board has purchased five hundred dollars' worth of records. An effort is made to acquaint the children with great musical artists, composers and compositions, the different kinds of musical instruments, the different musical combinations, duets, trios, quartets, etc.; in short, the object of the course is to create a love, understanding, and appreciation of good music.

One room is equipped with three pool tables. Since no boys under sixteen are admitted, the frequenters of this room are usually boys already expert in this most fascinating game. If they do not know the game, is it not advisable to let them learn it in a wholesome environment, particularly at the age when they crave to do things and to go to places not quite approved of by their elders? Saturation at this age may eliminate a future desire. These poolrooms are generally crowded,—so crowded that one principal recently asked me for bleachers. Our pool tables are the connecting link between the neighborhood gang and the center.

Another room has an equipment of the minor games such as dominoes, checkers, various card games, parchisi, and the like.

A fifth room has its lights and windows protected by screens. It is here that the boys and the girls work off some of their superfluous energy in the low organized games—games requiring little skill and team work, but much energy. This room has been nicknamed the “roughhouse room”. A short participation in the games of this room relieves even the toughest boy of his superfluous energy, and transforms him into a peaceable citizen, making it an easy proposition for those in charge to direct this now docile creature to the other activities of the center.

A sixth room is fitted up as a clubroom for clubs such as science clubs, boy scouts, boy patriots, athletic clubs, little mothers' clubs, newsboys' republic clubs, afternoon and evening sewing or millinery classes, and many other similar activities. I hope this room may be used some day as a smoking-room for the men. It may then partially displace that most social clubroom, the saloon. This room, together with the corridors, which are equipped with settees and arm-chairs, will afford a meeting-place for men to come together and discuss informally the social, business, and economic questions of the day.

A seventh room is fitted up with shower baths and lockers. Many homes in our congested districts contain no bathing facilities. If bathing is indulged in, the old wooden washtub is brought into use. Often men who know of the existence of a natatorium do not avail themselves of its privileges, but if brought in close contact with the shower baths while taking part in other activities, they follow the crowd. A large Turkish towel and a small bar of soap are furnished for two cents, enough to pay for the wear and tear and laundering of the towels and the cost of the soap.

The spacious kindergarten room is used for the adult glee clubs, dramatic clubs, orchestras, bands, and civic clubs which may meet in the building. Young people of talent—literary, musical, dramatic, etc.—can make rapid progress in their particular lines if banded together and meeting with those similarly endowed. Many organizations of this sort have been taken from meeting-places not conducive to the best morals.

Another room is used as a wardrobe. Every person entering a center is directed to this room by the doortender. Here outer wraps and hats are checked without charge. Relieving a person of his outer garments in this manner has a tendency to make him feel more at home and to induce him to prolong his evening visit.

In the same building are conducted classes in English for foreigners. One center had an attendance of over three hundred such students. Naturalization classes are also conducted. Milwaukee contains hundreds of men who have not taken out their second papers and who dread the ordeal of the examination required. They welcome the opportunity of being instructed along the lines of elementary history and civics. These evening classes serve as a nucleus for the organization of various clubs.

Elementary school children are not admitted to the centers in the evening. This rule is the result of public opinion that children of this age belong around the family hearth in the evening. I have since learned to welcome the dictates of this sentiment, for experience has shown me that the little boy drives out the older boy and the adult. Two afternoons a week from 4 to 6 o'clock are set aside for school boys and two afternoons for girls.

The afternoon children are divided into four classes according to age. They are shifted from one room to another every half-hour to give them a chance to spend an equal period in each of the four main activities of the afternoon center. As club activities arise in the different groups, one or more of these main activities is dropped for the particular day, and thus, almost mechanically, a good attendance is obtained at the club activity without disarranging the center program. Each group is also given a stated time to go to the shower baths.

At the end of the social center season each center holds a banquet for all the members of its organized activities. This year a total of over three thousand sat at the various banquet boards on Saturday evening, April 29. Addresses were made by prominent citizens, numbers were rendered by the center dramatic, literary, and musical clubs. The evening closed with dancing socials.

This year the dramatic clubs and musical organizations united in two grand concerts, twenty-five organizations, composed of four hundred and ninety-one persons, participating. The combined audiences numbered eighteen hundred.

Too often our young people go to ruin because of the parents' implicit faith in them and readiness to believe their accounts of where they spend their evenings and the kinds of recreation offered them. To prevent the young people from using the center as a dodger, cards are issued to those whose parents demand them, upon which the doortender writes the director's name, the name of the young man or young woman who is asking for it, the date, the hour of his or her arrival, and the hour of leaving. Thus any parent can know the exact whereabouts of his son or daughter. This is freely advertised in the newspapers and is mentioned to the parents at all entertainments.

In this paper, I have tried to tell you briefly how Milwaukee is economizing in the conducting of its municipal recreation by using buildings already at its command, i.e. by a wider use of the school plant.

III.

Converting Leisure Time from a Liability to an Asset

WALTER B. DICKINSON, Associate Secretary of the Playground and Recreation Association of America, New York City.

The subject is divided into three parts: the facts, the process, the force. The facts concerning leisure show it to be a potentiality of peril or of beneficence. The process of conversion from a danger and a peril to a help and a resource is one of organization, the use of modern facilities, and the development of public interest and sustained support. The dynamic of conversion is personality, prepared and full of enthusiasm.

The accumulating evidence of interest in the recreation movement on the part of social leaders everywhere may be summed up in two statements which have recently come to my attention, one by Governor Brumbaugh of Pennsylvania:

"If we are to conserve the health, the morals, and the fine spirit of enthusiasm so vital to the welfare of our people, we have in this recreational movement the greater opportunity for good now lying within the field of social service. The wrong against society is committed by our people not in their hours of work but in their hours of leisure, and the responsibility lies not wholly with the people who perform these unfortunate acts, but with the people who have not been wise enough to see that the fundamental business of the community at large is to see to it that it becomes increasingly easy for the people to do right and increasingly hard for them to do wrong."

The other is from Charles C. Stillman, secretary of the United Charities of St. Paul and lecturer in the University of Minnesota. He says:

"I believe there is no social program in the United States more necessary and natural, fundamental and effective than the program of the Playground and Recreation Association of America."

Using the very conservative figure of experts, that five hours per day per individual is a minimum of leisure time available, there is now in the State of Indiana the impressive and incomprehensible total of 14,000,000 hours or 1,599 years of leisure time available per day.

No material potentiality of the State compares with this. From these hours flow the streams of life and death. In them are sown the seeds of culture and restraint or of license and bigotry. In them are committed most crimes. In them all the black and noisome pestilences of the night breathe out their poisons and putrefaction. In them the lowest and meanest exploiters of humanity carry on their nefarious work. In them the varicolored lights of the street scintillate and destroy the light of balanced judgment. In them Hell itself breaks loose, overwhelms conscience, and puts a blanket on the face of God.

On the other hand, in them the toiler trudges wearily home and quickens his step when the light from the little window in his humble cottage catches his eye. In these leisure hours, the heavenly light plays on the faces of his wife and children. There is no sweeter paradise than the happy homes of the honest workers in the off hours. In them music and art and literary expression inspire and lift life to greater heights. In them the fires of religious enthusiasm are kept burning on the altars of humanity. In them the voices of poets and singers are heard. In them the laughter of children at play makes a fairyland of the dingy streets. In these leisure hours are contained the reserve moral forces of society.

Between these two conflicting forces, you and I, my fellow-workers, take our stand to fight. It is a fight for morality, for patriotism, for justice, for a fuller, more vibrant and vigorous life. There is no struggle like it.

This leisure, if measured economically, represents at low valuation of ten cents per hour a total of \$1,400,000 per day or \$511,000,000 per year to this State. The value of agricultural products in Indiana in 1909 was \$228,038,389; of manufactured products \$40,541,000. There is no resource in the grasp of the State so great as the leisure of its people, a resource which may be realized upon immediately and at a comparatively small cost and which will return undreamed-of values in education and social betterment.

The money-makers are alert to the situation. They eagerly contest for the golden prize which scientific discovery and mechanical development have put into each day somewhere between sunrise and bedtime. The *New York Evening Post* is authority for the statement that five big moving-picture spectacles, representing an aggregate expenditure estimated at \$2,000,000, are getting ready for an arduous summer. These enterprising people will spend a quarter of a million on exploitation and twice as much more on theater rentals and upkeep.

"The Fall of a Nation", "Civilization", "Gloria's Romance", "A Daughter of the Gods", "The Mother and the Law" are the pieces to follow. "Romana" is already on the board. If these pictures reach the standard of excellence of "The Birth of a Nation", whose success they wish to repeat, one can readily commend that five leisure hours of anyone's time be spent in seeing them.

Five hours a day in passive, indoor, non-participating recreation is not so bad provided the pictures are good and the best practice is followed in the service and appointments of the theater, provided other leisure hours be more actively used. It is a dissipation of power and a waste of opportunity to give many evenings a week to the movies.

The positive perils of unplanned leisure are familiar to all. The various recreation surveys show conclusively that delinquency and crime, bad habits and profanity, brutality and immorality, are the crop the city harvests from idleness, nothing to do, no definite plans for the out-of-school and out-of-door hours.

The negative perils are probably greater than the positive. It is very difficult to measure what might have been. Yet the greatest crime of all is the crime of arrested development, because it is in reality the crime of murder. Many a brain has been inoculated in lazy, dissipated leisure hours with the bacilli of inertia, and has been as effectively put out of business as a moral force and a radiant energy as if paralyzed by a blood-clot. The chief complaint is not that so much leisure time is misused as that it is not used at all. The reports from one city show that the churches, theaters, picture places, Y.M.C.A., and Y.W.C.A. used for good (if we count them all in that direction) but 1,362 hours per week, and

that the saloons supply 7,992 hours per week, making a total of 9,354 hours per week for good and bad as against twenty-nine years of leisure opportunity per day possessed by that city.

It is the vast, undiscovered uses of leisure that challenge our wits, and wholesome public recreation should make as strong a bid for it as commerce.

The latencies of leisure are to be unloosed for large things; the reserves of moral force and character which are the essentials in personal preparedness for service are to be found in leisure hours. It is a startling phenomenon to see a great fighting nation today, with four million prime workers withdrawn from the industries, producing as much as before the war. She has drawn upon great labor reserves thru organization.

The strain of social workers and the plaint of religious leaders often leaves the impression that our moral forces are being used up to the limit. It is not so; the great reserves have not been organized; leisure is a great asset for service.

The educator, the social worker, the preacher, all socialized citizens, ought to get together and capture leisure in the community, get it where it may be controlled, which suggests my second point, namely, the process of converting leisure from a liability to an asset is one of organization, of using modern facilities and stirring the public interest to secure adequate support.

Twelve cities of Indiana, representing a total population of 537,487, reported organized playgrounds and recreation activities last year. Indianapolis is the largest and Connersville the smallest place reported. There were twelve centers operated thruout the year in Indiana, eight of them in South Bend alone. Indianapolis reports three and Crawfordsville, one. There were eighteen State workers giving full time thruout the year to the work, and ninety-seven centers were maintained under supervision part of the year. The average daily attendance at all the centers in the State in July and August last was under fifteen thousand and the average daily attendance at winter centers was under five thousand (these figures are exclusive of Gary).

Compare these averages with the school enrollment in Indiana, of 520,272 below the high school and 55,094 in the high

school and preparatory schools, and see how small a proportion of the recreational needs has been met.

The Children's Bureau of the United States reports 1,055,188 children under twenty years of age in Indiana, and there were less than twenty thousand reached by the public recreation systems of the State. As a matter of fact, many of that twenty thousand represent adult attendance.

Of the 1,055,188 under twenty, 654,059 live in rural communities and 401,129 in urban communities. Most of the children of the State are in communities of under two thousand people, and as yet the recreation problem in the small community has not been solved in a comprehensive and adequate way.

The form of organization is largely a matter of local conditions. It does not make so much difference what the administrative body is called or just who is on it, if the work is done and if definite progress is made thru the year in the number of children reached by the highest forms of play method and leadership and in the more socially valuable forms of adult recreation introduced in leisure hours.

Two hundred fifty cities of the country reported that their playground and recreation centers were administered entirely or in part by some department of the municipality. Fifty-five of them were maintained by playground and recreation commissions and boards, twelve by city playground or recreation departments, six by city councils and boards of selectmen, seventy-one by school boards, and thirty-one by park boards.

To make measurable progress in meeting leisure time needs thru recreation systems, the very best modern facilities should be developed. No makeshifts for buildings or temporary devices for equipment are going to impress the community with the importance of the problem.

The State possesses great resources and facilities which may be used. In 1912, 8,909 buildings were used as school-houses. The value of school property in that year was \$44,777,389.

In a well-to-do middle-western city, consideration was given to the recreation problem by a group of leading citizens and by the city government. After much discussion and inquiry, it was thought \$600 might be appropriated for the

work. When the budget was finally made up, this amount was cut to \$300. How any self-respecting American community, thriving under the present unprecedented prosperity, could bring itself to appropriate the gigantic sum of \$300 for the play of its fifteen thousand children is perplexing! It is quite similar to the situation of the colored gentleman arraigned on Monday morning for the nonsupport of his wife. In defending himself, he stated, "Why, that woman came to me for \$5 on Friday night and on Saturday night she asked me for \$1 more and on Sunday night she came around again for \$2. Most unreasonable woman I ever saw!" "But what does she do with the money, Sam?" asked the judge. "Why, Your Honor, I don't know. I ain't done give her none yet."

If there is any one idea that ought to be squelched, it is that a recreation system is a cheap thing.

The public does care for its children. It requires little argument to convince a city that the children are its most precious treasure, economically and spiritually, that investment in the conservatism of child life "repays in after years a usury of profit beyond our most sanguine dreams".

Of the \$4,066,377.15 reported as expended in the United States for play center development, Indiana spent \$115,479.76. Contrast this expenditure with the amount distributed for the support of public schools in 1912-13 of \$16,443,654.

The school year in Indiana is 7.66 months or approximately 165 days of five and one-half hours each, that is, Indiana spent sixteen and one-half millions for 908 hours of its children's time.

Every child is active at least twelve hours in every twenty-four. Some parents could prove successfully, no doubt, that their children are active twenty-four hours a day. Twelve active hours per day make a total of 4,380 active hours per year. Deducting the 908 in school, there remains 3,472 active hours for which Indiana invested \$115,479 as against the sixteen and one-half millions for the time spent in school. This is like a farmer cultivating only one side of his corn rows and expecting to secure a crop.

In illustration of the value of organization and the use of modern facilities, two facts may be introduced here. In South Bend last winter the city administration secured a quick and accurate reaction on two matters of general civic concern by

asking the Department of Recreation to introduce these matters to the various civic clubs in the schoolhouse social centers for discussion and action. As a result of this referendum, the administration found out how the people felt on these issues without depending upon an omniscient press to inform it. It is an excellent example of good organization thru which the control of the power, that is, the city government, was brought face to face with the source of power, the people. This is true democracy and worthy of emulation.

The other fact is that of the transfer of a very valuable piece of property to the Recreation Department. In Detroit, the Art Museum has been recognized as fundamentally a recreational institution and placed in the department of recreation of the city government. Its annual budget of approximately forty thousand dollars is allowed as a part of the recreation budget. This act of the trustee of the Detroit Art Museum is a significant sign and indicates the stability and dignity which attaches to the recreation movement.

When Lincoln remarked: "Gold is good, but living, brave, and patriotic men are better" he gave personality that precedence over property which all of discerning sight recognize should be given it. President Wilson has magnificently put the stress on humanity. In his inaugural address, this paragraph should be remembered by every patriot: "We have been proud of our industrial achievements but we have not stopped hitherto thoughtfully enough to consider the human cost: the cost in lives snuffed out; in energies overtaxed and broken; the terrible physical and spiritual cost of men and little children upon whom the dread weight and burden of it all has fallen pitilessly, the years through. It is our duty to reconsider, to restore, to cleanse, to humanize and purify every process of our common life without weakening or sentimentalizing it."

After all, the dynamic of a recreation system is personality. If a well-organized system is established in a community, if the best facilities are developed, and if the machinery is put in well-oiled condition, it will never take leisure as it is today and turn out a new leisure as an asset to the community unless someone puts his life blood into it.

When the great Galilean social worker, who understood children so well, made purity, righteousness, mercy, sympathy,

peacemaking, and the enduring of persecutions as conditions of citizenship in the new social order called the Kingdom of God, he gave the long view and the straight road and the complete service as the method.

Recreation leadership is no summertime job; it is a man's work and worthy of the highest patriotic consecration.

As Carlyle says, "Get your man and all is got." He must be prepared and he must be radiant. It is more important that he have a motor mind than that he know how to mix cement, tho a good recreation man will know how to do that.

The machinery of the converting process as a whole has been worked out pretty well. (The United States Bulletin No. 28, Bureau of Education, gives much valuable information.) If it were a question of "What shall we do?" the work now done would be sufficient answer. It is more a question of "Who will do it?" and "How shall it be done?"

The superintendent of recreation in a large city or the director of community activities in the smaller place must be an experienced and trained executive. He must be a man who knows the technical side of his work. He must be familiar with the best practice thruout the country and be able to secure the best returns for the money invested. He must be able to interpret the fundamentals of recreation to his community by his work and his words to the end that the people will be increasingly favorable to adequately equip and man the system. He must recognize that the key to the whole leisure-time problem is in developing habits of wholesome activity in the boys and girls. A man who has been happily and usefully active thru leisure hours of his boyhood is not likely to fritter away or misuse his leisure as a man.

The socialization, solidarity, and wholesome strength of our civilization may be attained thru the alertness, moral courage, and radiant energy of the managers of leisure time, who have faith in humanity and democracy, who know that when people talk together, sing together, and play together the ideals of brotherhood are actually being realized.

Both for the recreation director and for his people, may I recommend these words of Froebel: "Mankind is meant to enjoy a degree of knowledge and insight, of energy and efficiency of which at present we have no conception; for who has fathomed the destiny of heavenborn mankind? But these

things are to be developed in each individual, growing forth in each one in the vigor and might of youth, as newly-created self-productions. The boy is to take up his future work, which now has become his calling, not indolently, in sullen gloom, but cheerfully and joyously, trusting God and nature, rejoicing in the manifold prosperity of his work. Peace, harmony, moderation, and all the high civil and human virtues will dwell in his soul and in his house, and he will secure through and in the circle of his activity, the contentment for which all strive."

IV.

Youth Welfare Needs Leadership in Play

SIDNEY A. TELLER, Director of Stanford Park, Chicago.

The playground movement as regards leadership or supervision of play was preceded by two stages. We thought only a few years ago that all that children needed was the space in which to play. We then treated children like chickens and the common cry was like "Shoo, Shoo, Chickens", "Shoo, Shoo, Children, go out and play." We soon learned that the space was not the greater need, it was things with which to play. And so we had an epidemic of equipment, all thru the country in all our established playgrounds. Each town tried to outdo the other town in mere equipment and play apparatus. In a very short time there was a reaction against playgrounds as then organized and we learned that more important than space, more important than the equipment, is the leadership or supervision in the play and over the play space and equipment.

Now we have the slogan that unsupervised play means bad play, and that it is better for the final success of the playground movement in any community and better for the community to have no playgrounds than to have unsupervised playgrounds. Without supervision and leadership any and all of the following have happened and can happen again: (1) There is chaos on the playground. (2) There are many physical accidents. (3) Racial, religious, and national prejudices are increased. (4) Rowdyism rules, the bully is in charge. (5) There is no control over the smoking. (6) There is no control over profanity. (7) There is no control over the obscene story or the obscene writing. (8) There is a chance for the spread of immorality among the girls and the boys. (9) There is no respect for the apparatus or the grounds,—and there is consequent destruction of property. (10) There is no respect for the smaller children, weaker children, or weaker groups. Fights are frequent. (11) There is danger in overstrain because apparatus is not properly used. (12) There is no social expression of play thru the tourna-

ment, track meet, pageant, or celebration. All these and more occur where there is no responsible leadership and supervision. Unsupervised play makes for juvenile delinquency, lack of fair play, of clean sport, and of good citizenship.

So we can readily see that youth without supervision in his play goes wrong or achieves nothing. Play is not merely physical; it has an intellectual, spiritual, social, and community expression as well. To neutralize the negative expression of bad play and to substitute something positive, constructive, and wholesome in its stead can be accomplished only thru leadership. To the leader there are three parts, all essential, but the first is personality. A leader on the playground is constantly spreading his personality, so his personality must be a good one. He must be clean in habit and in appearance, social as well as socialized, and inspired with the highest ideals of what play and playgrounds mean. Next to personality is training, which must be comprehensive and well based. After training comes the third essential, experience. The more experience the leader has the less provincial he is. We all know that new ideas, growth, etc., come with experience.

We have shown by contrast that youth needs leadership in play. We have stated that we want a leader with personality, training, experience. Now, assuming that we have a playground with the right kind of leadership, proper apparatus, and sufficient play space, what can we do for youth? We will first correct the organization and administration of the playground so as to make for fair play and clean play. There will be the instruction in the proper use of apparatus to prevent accidents, there will be games for all ages and for both sexes. From the playgrounds will disappear the bully, the cigarette, and the dirty talk. Tournaments, contests, track and field sports will be promoted. A boys' republic will be instituted under the guiding hand of the leader. The playground will thus develop into a social force instead of an anti-social force, and will make for better citizenship instead of juvenile delinquency.

Thru leadership on our small children's playground, where small boys and girls up to the age of nine or ten years play together, we bring about the group games, handwork or industrial work, the story hour, simple plays and songs, sandpile

work, simple folk dancing and gymnastic dancing, and proper use of apparatus. "Free play" on a children's playground with and without supervision is the difference between liberty and license, between throwing sand and breaking down the other child's sandhouse, and all of the children in the sandpile republic building a play city out of the sand together.

Thru leadership on our girls' playground, where girls and young women from ten years of age and upward have their play and recreation, many things can be accomplished. Girls need the team spirit, and thru the leader coöperation is brought about. All kinds of team games are developed, as well as track and field sports and contests. There will be hand-work also, gymnastic dancing, folk dancing, apparatus work, preparation and participation in festival, pageant, and celebration. The leader gives a personal touch in clothes, appearance, cleanliness, personal hygiene, first aid, manners, etc. Take away the leader and these good things will not happen, but instead we will have something like the girls' club without a leader which broke up at its very first meeting because every girl wanted to be president, would not vote for anyone else, and would not "play" unless she was "it".

On our boys' side where lads from ten to twenty years congregate, we have the gang, the "big head" age, the adolescent period problem, all to deal with. Without the leader, the bully of the gang runs things and might makes right. One of the best of boys' group expressions is the game, if it can be called a game, of "Follow the Leader", and boys do follow the leader. So if this leader is the instructor in charge of the boys' work, and thru him and because of the standards set, a new kind of leadership is evolved, the gang is translated into the athletic team, the lad with the "big head" is ready to make the sacrifice hit for his side, and the critical time of adolescence is passed in a wholesome, healthy way. Leadership will evolve all kinds of "stunts" on the apparatus, pyramid and tumbling teams, boys' leagues, track meets, industrial work and games. Keep a boy busy and you will keep him out of mischief, and the best kind of busyness is some kind of physical activity. The solution of the juvenile delinquency problem is not the juvenile court. Prevention is the cure, and it is far better to build playgrounds than reform

schools, and to have on the public payroll playground leaders rather than probation officers.

The children of today are the youth of tomorrow. The youth of today are the citizens of tomorrow. All that we do for those who come to our playgrounds makes for a better nation, prepared for a wholesome peace, of healthy, self-reliant, self-controlled citizens who know the difference between liberty and license; prepared, if need be, for war.

We say that proper play promotes patriotism and peace, and of course the word "proper" implies play under leadership. Thru this kind of play, racial, religious, and national prejudice is eliminated, and the American thru the real melting-pot—the playground—is achieved. The leader is the chemist of the melting-pot, to bring the different ingredients together without blowing up the whole affair, to weld the good of all groups into the gold of good citizenship, to eliminate the bad as the slag and dross. The chemist keeps the pot boiling, assimilating, digesting, amalgamating. Without his leadership the great energies would go out in a destructive way, instead of in a constructive way.

The best expression of youth welfare and leadership is when the leader brings the community together in play festivals, pageants, celebrations, etc. The summer season usually opens up in the early part of May and closes in September. Leaders of the right sort have a community celebration of Memorial Day (May 30), Flag Day (June 14), a big Sane Fourth Celebration, and end the summer with a track and field day on Labor Day in September. In the play festival, the folk dances, gymnastic dances, athletic stunts and drills, games, etc., bring together various races, creeds, nationalities. The community that plays together will be the community that works together. If, in the time of youth, we get the idea of coöperation thru play, the team spirit, we will find that we are building a community spirit full of loyalty and happiness.

Today we are striving to prove that youth welfare needs leadership in play. We have already proved to most minds that the leader is more important than the play space or the play equipment. Today on most of our playgrounds we are demonstrating the value of leadership, not what leadership thru salaries costs the community, but how much proper leadership saves the community. Tomorrow all of us, the public,

park boards, recreation commissions, etc., will accept the necessity of leadership and supervision on our playgrounds and in our recreation, as we today accept the teacher in our public schoolroom, without question. The standard of these leaders will also be raised—in personality, training and education, in experience, and in salary. We cannot leave our leadership or the supervision of our playgrounds to laborers or to those who are worth only laborers' salaries.

The greater need of a child is not a plaything but a play-fellow, not the space in which to play, but play fellowship. Under the guidance of good leadership, when the leader is a play-fellow as well as a play supervisor, we find that a finer relationship of real neighborliness and friendship is established, that a civic religion in which all youth can join is brought about. When a lad goes into a baseball game or a track meet, and plays fair against his opponent, is loyal to his home team, can be a good loser, is ready to make a sacrifice hit—we say this play under leadership is more important in the development of that boy's character and his real education than for him to learn how many soldiers were killed in the Civil War, or the location of a city in Africa.

Youth—youth with all his idealism, courage, daring, hope, possibilities—youth needs a guide, philosopher, and friend. In his play the leadership we give will be his guide and standard, and in his play and recreation he will make his friends. Youth welfare makes for community welfare, for a nation's welfare. No community can be so backward as to have no play facilities for its youth. No community can afford not to have leadership and supervision in that play and recreation. A thousand boys can know one man—the play leader—and be inspired by him. Recreation is re-creation and play means progress, but not without proper leadership.

Extension Division Publications

Unless a price is stated publications are free. Where publications are marked with an asterisk (*) reduced rates are made for purchases in quantity. A limited number of copies of publications marked with a dagger (†) are distributed free of charge to citizens of Indiana.

Circulars of Information—

- Community Institutes: Explanation and Suggested Programs.
- Community Institutes: Methods of Organization.
- Public Discussion: Package Libraries.
- Visual Instruction: Motion Pictures.
- Club-Study: Departments and Courses of Study.

Bulletins—

- Proceedings of a Conference (First) on Taxation in Indiana (1914). 50 cents.
- Proceedings of a Conference (Second) on Taxation in Indiana (1915). 25 cents.
- Public Discussion Manual for Civic Discussion Clubs.
- *Proceedings of a Conference on the Question "Shall a Constitutional Convention be Called in Indiana?" 25 cents.
- Proceedings of a Conference (First) on Educational Measurements (1914). (Out of print.)
- †Proceedings of a Conference (Second) on Educational Measurements (1915). 50 cents.
- Public Discussion: State High School Discussion League (County Government), (1914-15).
- Public Discussion: State High School Discussion League (Municipal Home Rule), (1915-16).
- A Manual of Pageantry.
- Extension Division Announcements (1916-17).
- History Consultation Service.
- History Teaching in the Secondary Schools: A Conference held at Gary, Ind. (Out of print.)
- †Proceedings of the Indiana Newspaper Conference (1915). 25 cents.
- Correspondence-Study.
- Lantern Slides: Rules for Borrowing, Catalog, and Suggestions for Use.
- The Community Schoolhouse: Bibliography, Notes, List of Lantern Slides.
- First Loan Exhibit of Pictures: A Catalog, with Notes.
- Early Indiana History: Bibliography, Notes, and List of Lantern Slides.
- Indiana Local History: A Guide to its Study, with Some Bibliographical Notes.
- Westminster Abbey: A Lecture to Accompany Lantern Slides.
- Reference Aids for Schools.
- Community Welfare Programs.

Miscellaneous—

- An Outline for the Study of Current Political, Economic, and Social Problems. 15 cents.
- *Readings in Indiana History. Cloth: 70 cents.

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